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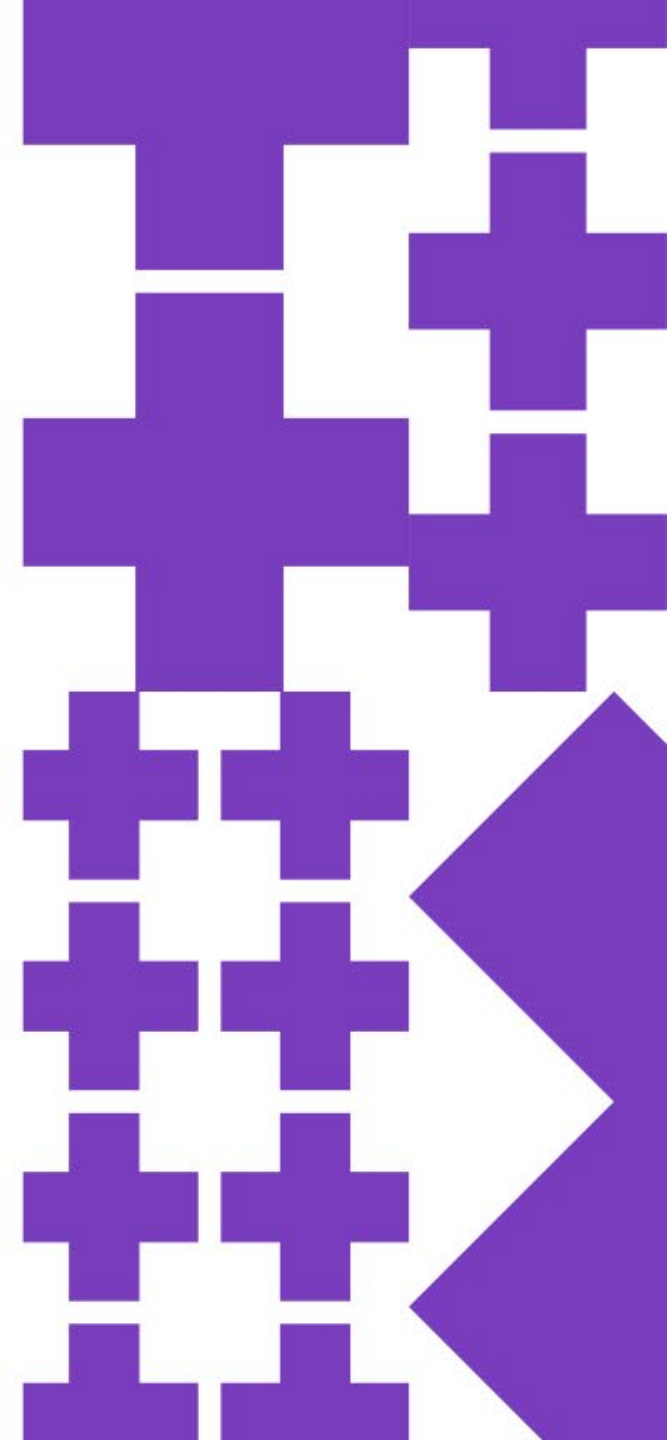
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# Progression towards what?

## *Autonomy as a goal for outdoor learning*

*David Harvey*

*LED Showcase Conference 03/12/20*



# Outdoor learning

*'Outdoor learning' is an umbrella term for facilitated approaches to individual, social and environmental learning that take place predominantly through activities and experiences in the outdoors.*

(IOL, 2020)

'Outdoor learning in the UK [is] an overlapping patchwork of interests that differ in what is offered, to whom and where.'

(Fiennes *et al*, 2015)



# Reasons for engaging in OL

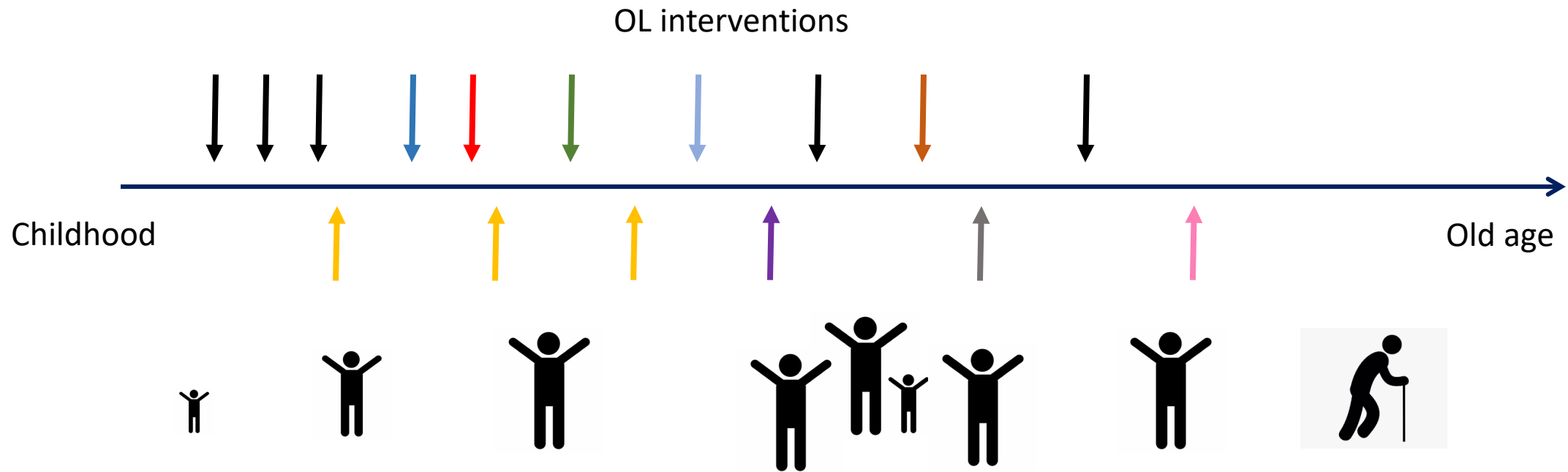
- Raising achievement (curriculum)
- Personal and social development
- Nature connection (environmental awareness)
- Health and wellbeing

(Waite, 2020; IOL, 2020)

- Employability, environmental action, social action, organisation effectiveness, preparation and support for recreation...

(IOL, 2020)

# OL experiences over time

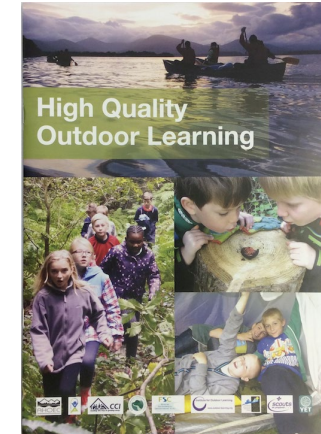


# Progression

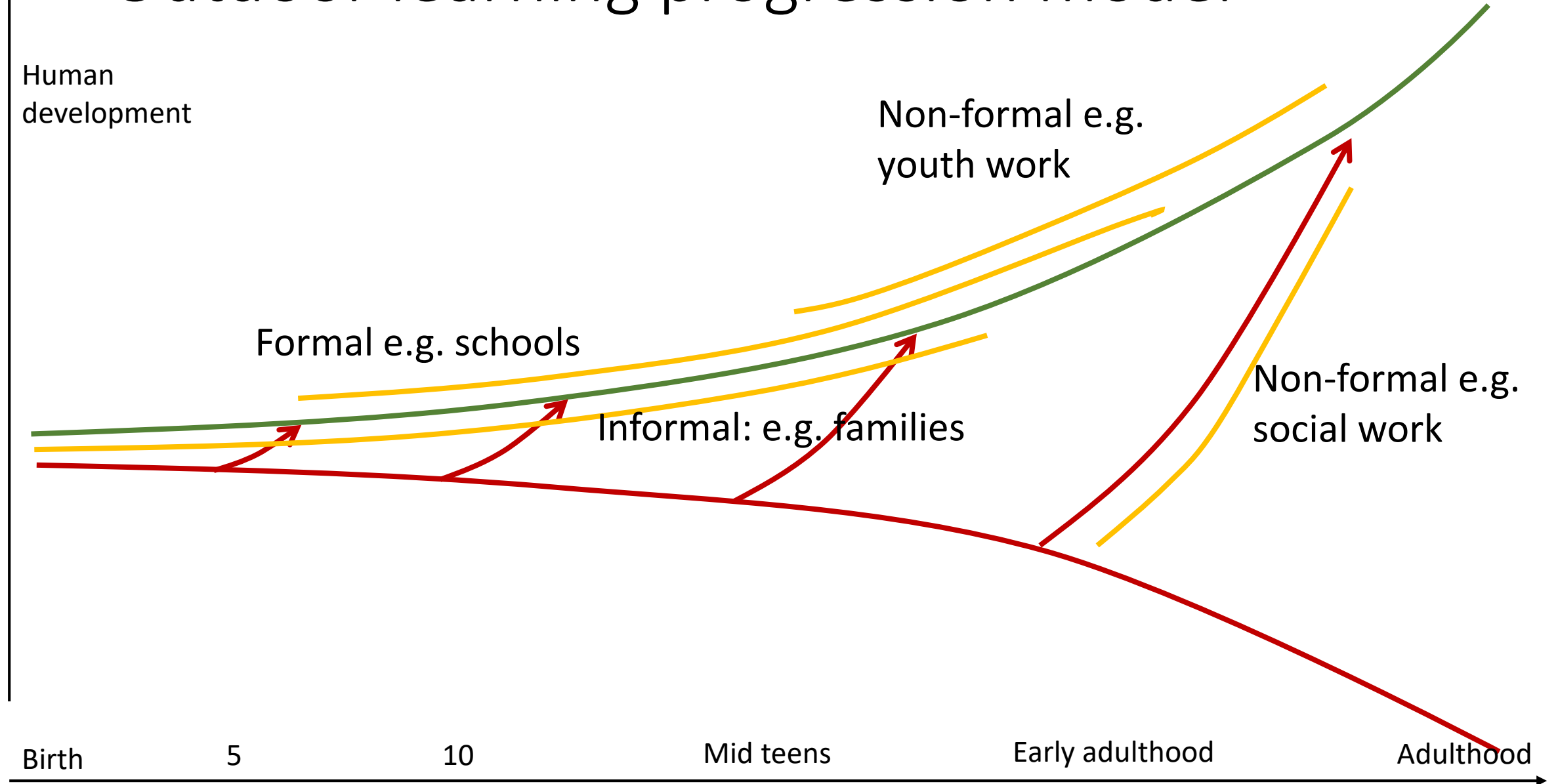
“From early years to lifelong learning...  
Engaged at a level that matches their learning...  
Activities have the greatest impact when they are progressive”  
(EOC, 2015)

“The Outdoor Citizens model is for progressive experiences from birth to adulthood that build on each other to develop knowledge, skills and familiarity with the outdoors.” (Outdoor Citizens, 2020)

“All children and young people are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum”  
(Learning and Teaching Scotland, 2010)



# Outdoor learning progression model



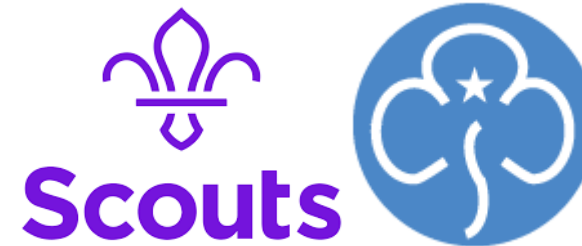
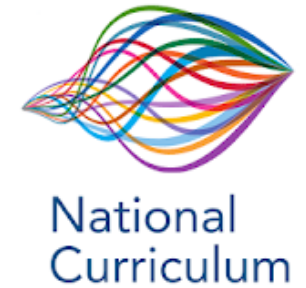


# Progression

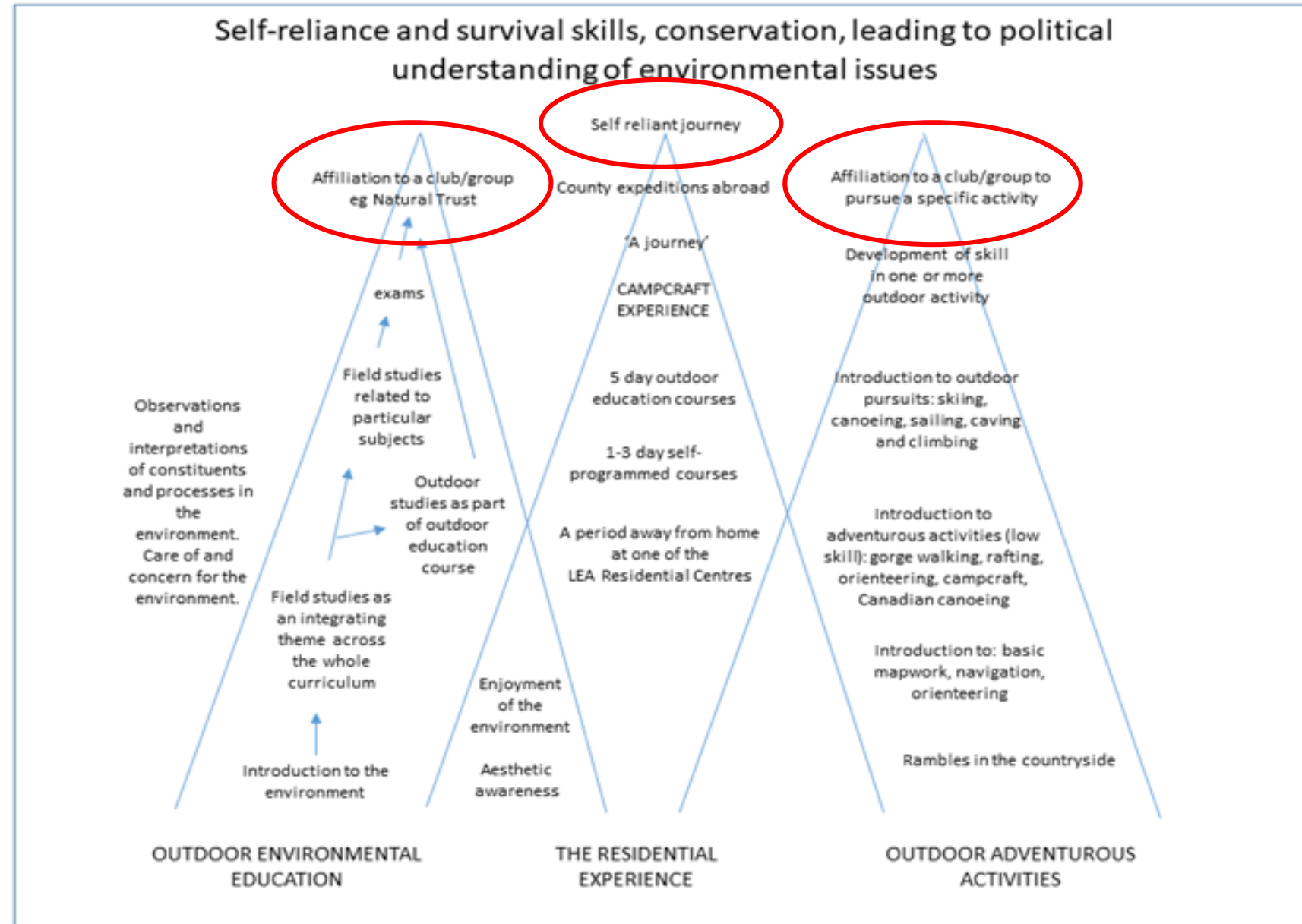
*‘Implicit in progression is the notion of continuity and coherence. Learning is not seen as a series of discrete events, but rather as a trajectory of development that connects knowledge, concepts and skills within a domain.’* (Hayward *et al*, 2018)

- Occurs across time
- Implies change
- Depends on a notion of purpose
- Provides a way to link experiences

# Progression?

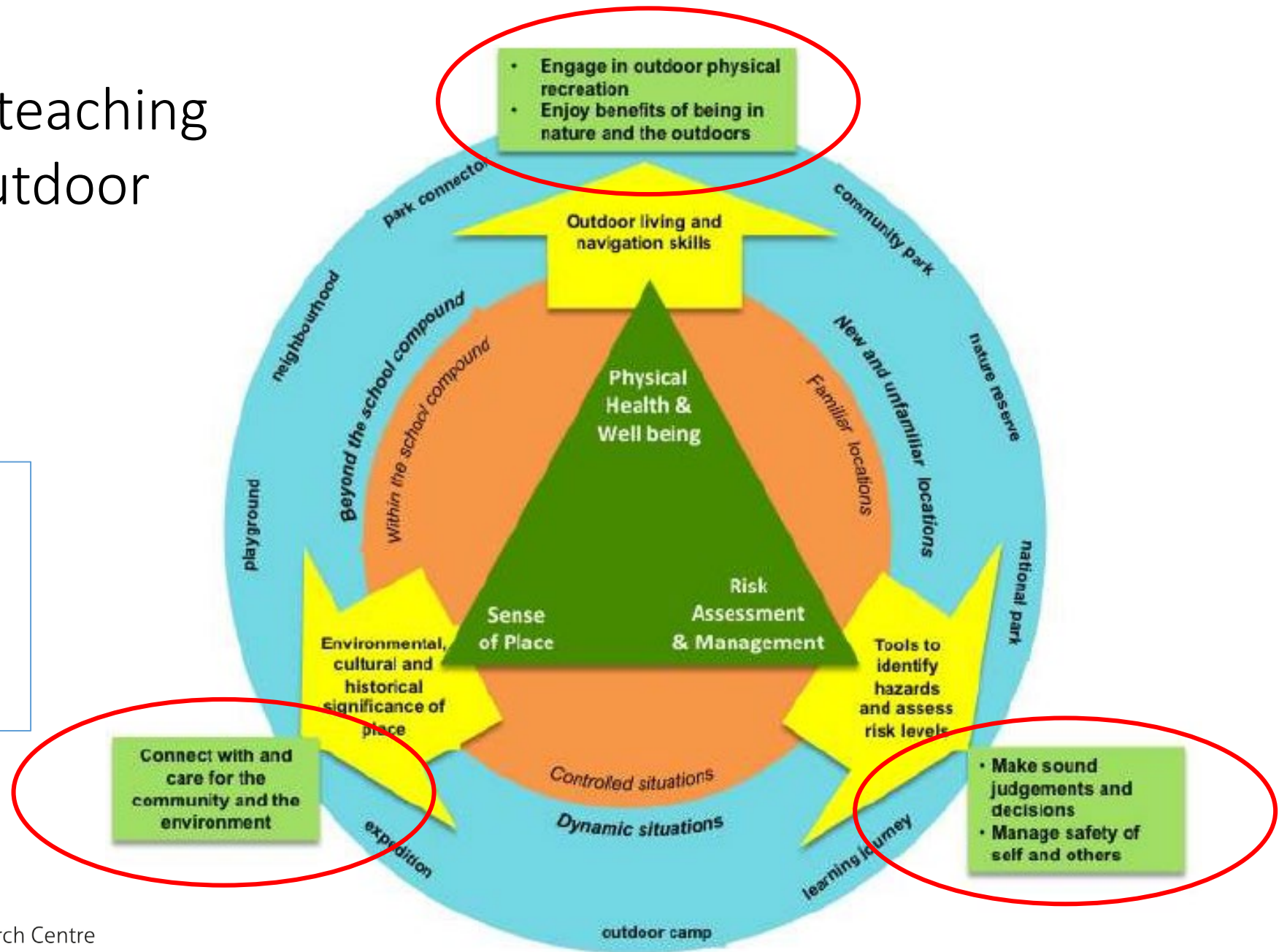


# Framework for progressive curriculum in Outdoor Education (UK)



# Framework for teaching and learning Outdoor Education in PE (Singapore)

- Self directed learner
- Confident person
- Active contributor
- Concerned citizen

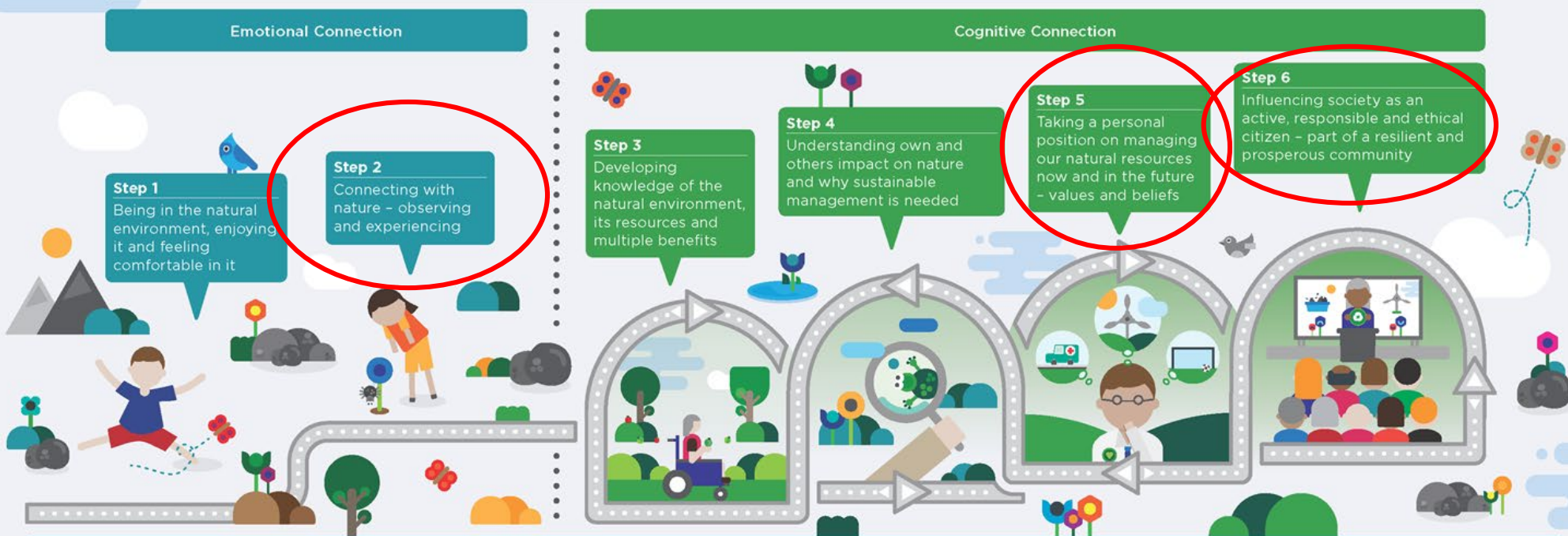




## A natural progression

An individual has the potential to move from being in and connecting with the natural environment to becoming an active, healthy responsible, ethical citizen able to influence others on the importance of managing our natural resources sustainably now and in the future. When deciding, which intervention should be introduced it is important to understand where an individual is along the Natural Progression.

### A NATURAL PROGRESSION . . . DEVELOPING A SUSTAINED KNOWLEDGE, UNDERSTANDING AND INTERACTION WITH NATURE



### Multiple benefits of developing a sustained knowledge, understanding and interaction with nature

Prosperous	Resilient	Healthy	More Equal	Cohesive Communities	Vibrant Culture	Globally Responsible
<ul style="list-style-type: none"> <li>Environmental employment &amp; volunteering</li> <li>Outdoor education &amp; skills</li> <li>Attracts investment</li> <li>Economic resilience</li> </ul>	<ul style="list-style-type: none"> <li>Adapting to climate change</li> <li>Flood management</li> <li>Improved air &amp; water quality</li> <li>Assists biodiversity</li> </ul>	<ul style="list-style-type: none"> <li>Increased physical activity</li> <li>Better mental health</li> <li>Prevention of e.g. obesity, Type 2 diabetes</li> <li>Community food growing</li> </ul>	<ul style="list-style-type: none"> <li>Accessible spaces &amp; connecting corridors</li> <li>Tackles social exclusion</li> <li>Deprived communities benefit most</li> </ul>	<ul style="list-style-type: none"> <li>Involvement in design &amp; maintenance instils local pride</li> <li>Places to get to know your neighbours</li> <li>Stronger community identity</li> </ul>	<ul style="list-style-type: none"> <li>Desirable spaces with Welsh culture &amp; identity</li> <li>More visits – arts, sports, recreation</li> <li>Creative, expressive, fun opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Local &amp; national economic development</li> <li>Climate change mitigation</li> <li>Meets national &amp; international policies</li> </ul>

## AND INTERACTION WITH NATURE

### Connection

#### Step 5

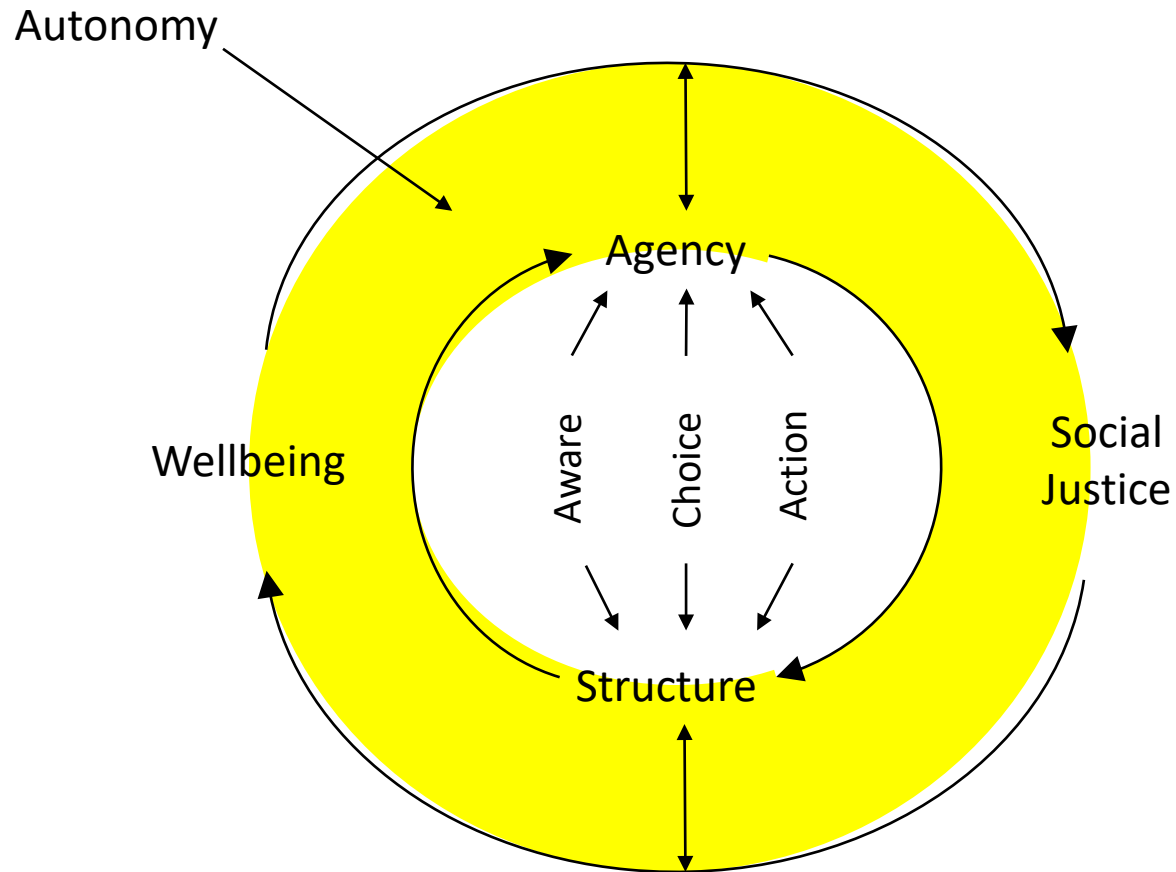
Taking a personal position on managing our natural resources now and in the future – values and beliefs

#### Step 6

Influencing society as an active, responsible and ethical citizen – part of a resilient and prosperous community

# Autonomy and agency

- **Autonomy** is the ability to make a reasoned choice about ones course of action and to be responsible for this choice.
- **Agents** are beings with the capacity to act, to behave as a subjects rather than objects in their own lives in ways that make a difference, and '**agency**' denotes its enactment.



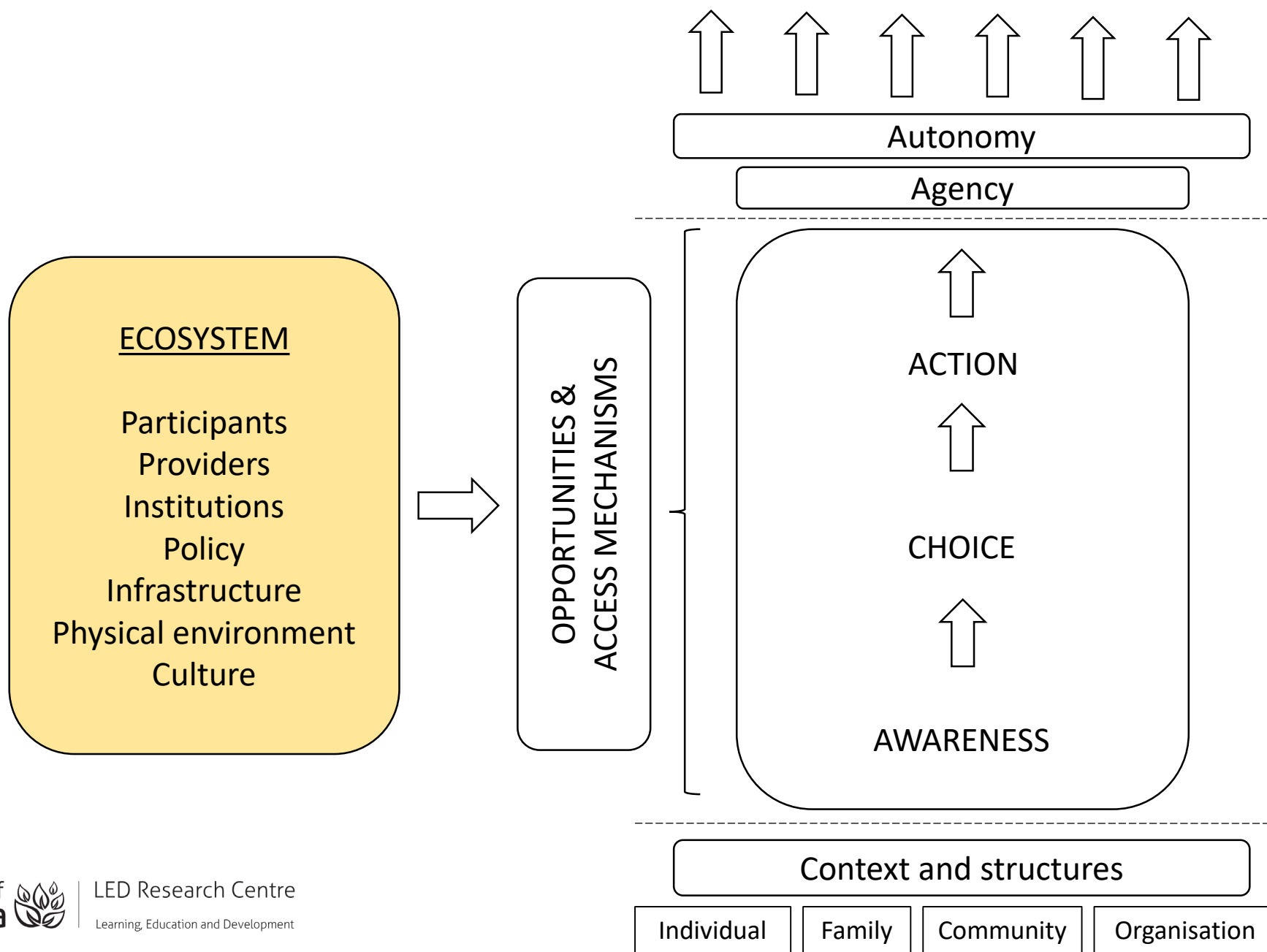
**Agency** refers to the awareness, choices and actions of an individual

**Awareness** – of self and the structures around them. Greater awareness comes from reflection on lived experiences and leads to greater choice

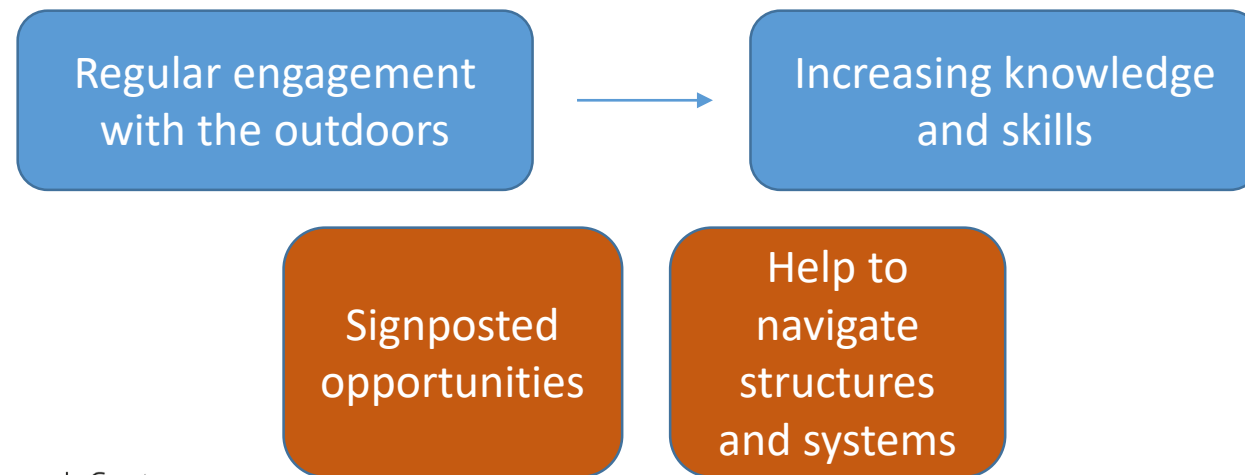
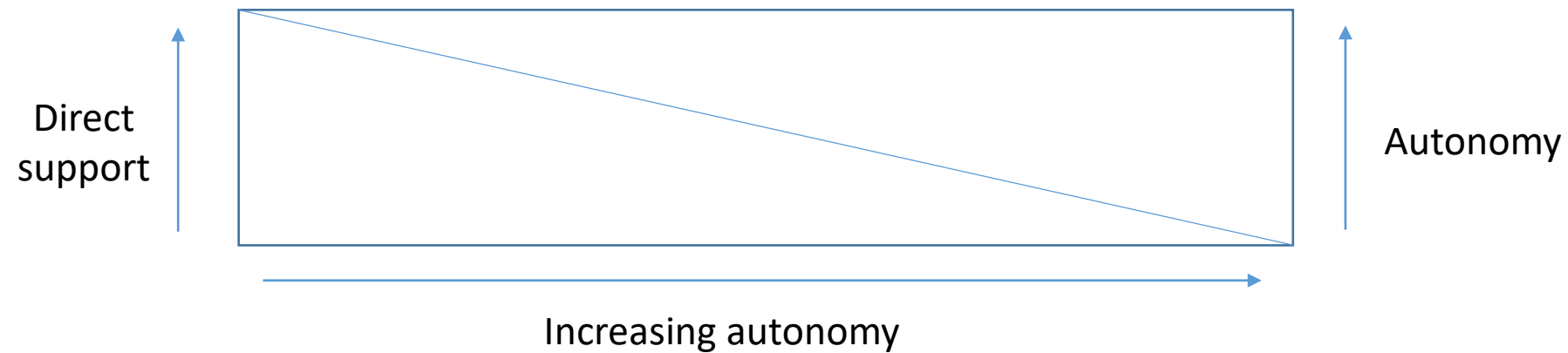
**Choice** – reflection leading to a plan to achieve a desired outcome

**Action** – the use of personal power, but can also be collective

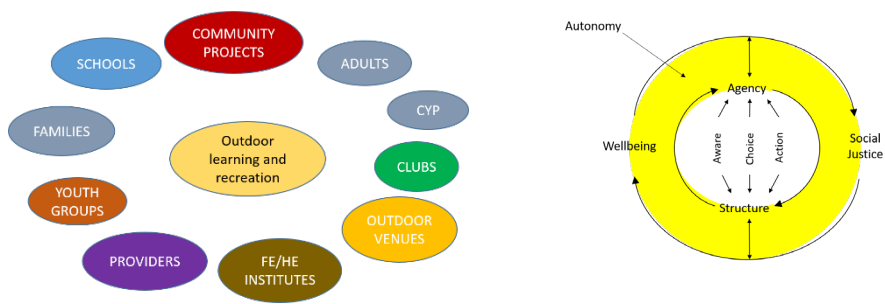




# Increasing agency



+ve  
Human  
Development



Individual  
Family  
Community  
Organisation

-ve  
Human  
Development

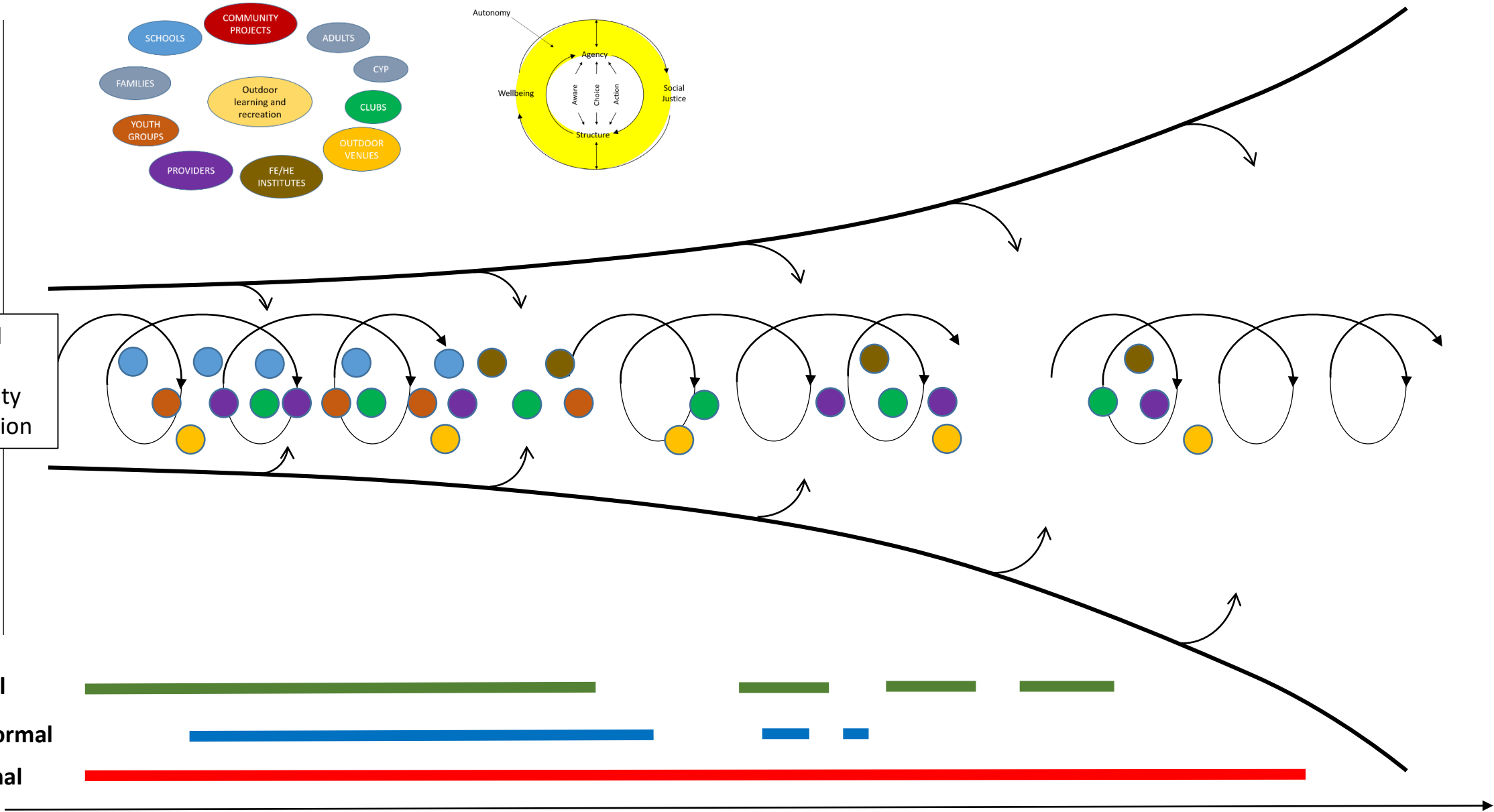
Formal

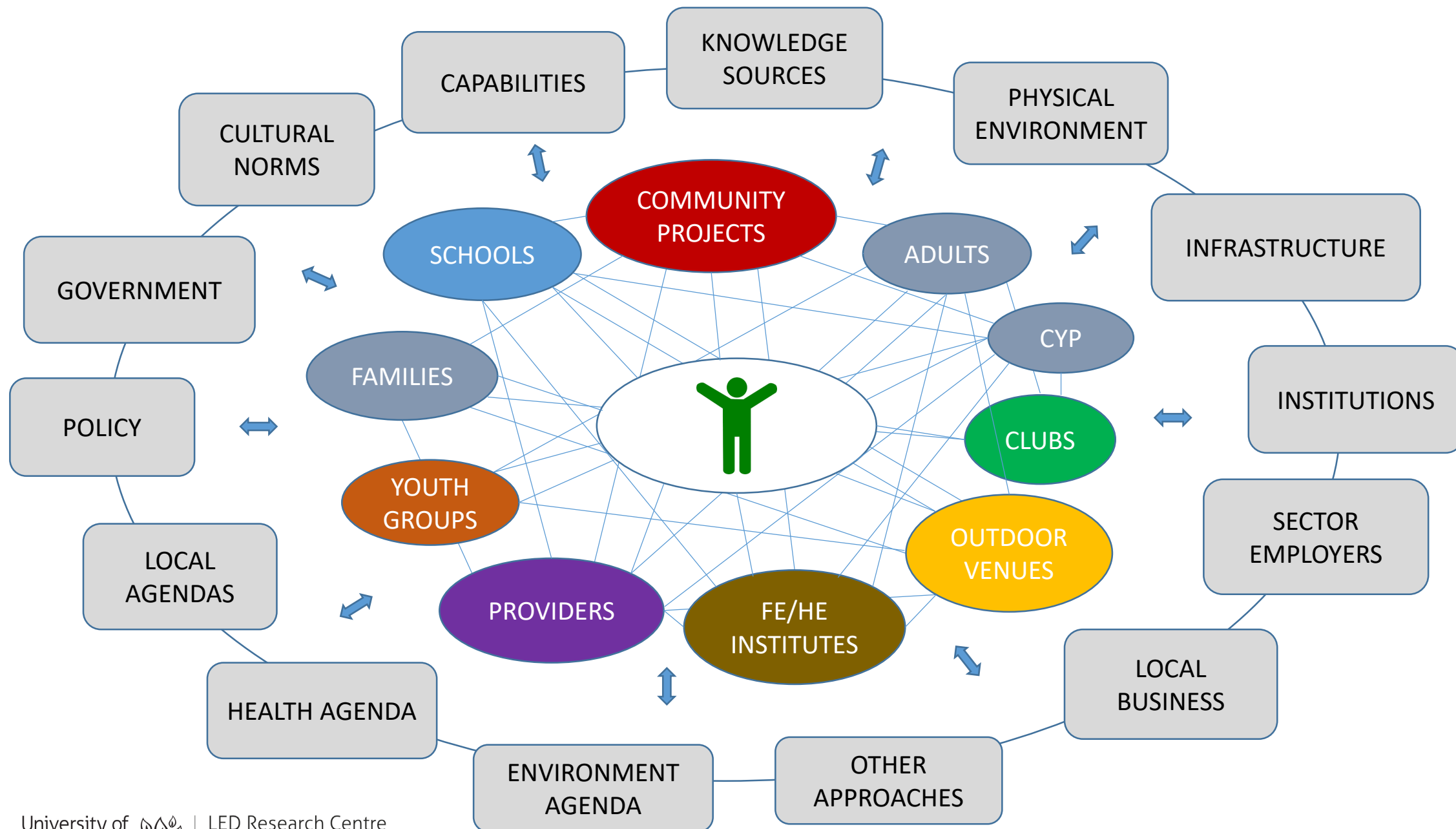
Non-formal

Informal

Lifespan

David Harvey, 2020





# Implications

- What aspects of the ecosystem are in place already?
  - What structures/resources are needed to support the ecosystem?
  - What do practitioners need to know/do to engage with the model?
- 
- Who is working with who?
  - What structures are present?
  - What opportunities are available for further engagement?
  - What could next steps for participants be?

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Thank you!

Questions?

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